

Attachments

Dr. Dena Cushenberry, Superintendent: Letter of Support
Tony Mendez, Board President: Letter of Support
Kate Miller, President Warren Education Association: Letter of Support
March 19 Board Meeting: Action Item SIG approved by all board members
Pam Griffin, Principal: Resume
Kyle Barrentine, Assistant Principal: Resume
Community Health Network: Letter of Support
Marion County Public Health Department: Letter of Support
Lifeline Ministries Senior Pastor & Founder: Letter of Support
Rena Azziz, Virtuoso: Resume
Gregory Cameron, McREL: Resume
Amber Evenson, MeREL: Resume
W. Christine Rauscher, Great Lakes East/AIR: Resume
Middle School Reading/Writing 100 Minute Block schedule



The future begins here for life-long learning in our diverse community:
integrity, achievement, success.

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

March 19, 2014

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the superintendent of the Metropolitan School District of Warren Township, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. The potential resources provided under this grant will be essential to Stonybrook Middle School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students.

The members of the Warren Board of Education, the Warren Education Association, and I are committed to continuously supporting all aspects of the Transformation Model at Stonybrook Middle School.

As a leading advocate for personalized learning, I can assure you that:

- You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within Warren's grant proposal;
- Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
- Schedules that build in time for teachers' analyses and use of data, Professional Learning Communities for teacher collaboration and learning, and a variety of opportunities for extended-learning to meet individual student needs will be in place at the start of school year 2014-15; and
- I have full-confidence in Stonybrook Middle School's principal, Mrs. Pam Griffin, to lead the important initiatives proposed within this grant application and increase student achievement.

On behalf of MSD of Warren Township, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Dr. Dena Cushenberry
Superintendent

EDUCATION & COMMUNITY CENTER
975 North Post Road
Indianapolis, Indiana 46219
(317) 869-4300 FAX: (317) 869-4399



WARREN

The future begins here for life-long learning in our diverse community:
integrity, achievement, success.

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

March 19, 2014

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the President of the Warren Township Board of Education, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

Over a three-year period, this grant will provide invaluable resources to significantly enhance the important work occurring at Stonybrook Middle School to transform instructional practices, offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. These initiatives will help improve teacher pedagogy, reduce suspensions and increase student achievement.

My fellow Board members and I are committed to continuously supporting all aspects of the Transformation Model at Stonybrook Middle School, under the leadership of its principal, Mrs. Pamala Griffin.

The Metropolitan School District of Warren Township supports the implementation of this powerful initiative and is grateful for the opportunity to submit this application on behalf of Stonybrook Middle School.

Sincerely,

Tony Mendez, President

Warren Township Board of Education

EDUCATION & COMMUNITY CENTER
975 North Post Road
Indianapolis, Indiana 46219
(317) 869-4300 FAX: (317) 869-4399

March 19, 2014

Dr. Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the President of the Warren Education Association, and on behalf of Warren Township teachers, I am pleased to acknowledge our full-support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

This is a personal honor, as I am a proud educator who serves under the leadership of Pam Griffin, principal of Stonybrook Middle School. Over the past year, we have worked tirelessly to develop and effectively use new English/language arts and mathematics Curriculum Maps, *Unit Guides*, and performance-based assessments to better meet the needs of our students. Year-long efforts to learn about research-based practices have informed the re-design of our 100-minute E/LA block. Teachers have been trained to support students' integrated use of individual Chromebooks, adding an exciting dimension to classroom instruction. Our school team has collaboratively worked to establish behavioral expectations for all environments that will reduce office referrals and unacceptably high suspension rates within our building. Throughout this entire year, continuous professional development has enabled these efforts.

The SIG(g) grant offers initiatives that will further transform our instructional practices, personalize learning—to meet individual student needs, improve school culture, and provide much-needed extended learning opportunities for all students, most particularly for those who struggle.

My colleagues and I, and the Warren Education Association, are committed to supporting all aspects of Stonybrook's Transformation Model across the next three years. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,

A handwritten signature in cursive script that reads "Kate Miller".

Mrs. Kate Miller, President
Warren Education Association



**Wednesday, March 19, 2014
Regular School Board Meeting**

**MSD of Warren Township
Warren Education and Community Center
975 N. Post Road
Indianapolis, IN 46219
317-869-4300
7:00 p.m.**

1. Opening

1.01 Call to Order

2. Superintendent's Report

2.01 Superintendent's Report

3. Board Comments/Correspondence

3.01 Board Comments

3.02 Board Correspondence

4. Legislative Update

4.01 Legislative Update

5. Business of Citizens Present

5.01 Business of Citizens Present

6. School Showcase

6.01 Lowell Elementary

7. Spotlight

7.01 "What's Your Hometown Specialty?" Winners

7.02 JROTC Recognition

8. Consent Agenda

8.01 Approval of Minutes

8.02 Financial Report - Payroll Claim

8.03 Financial Report - Claim Register

8.04 Financial Report - Year to Date Summary of Fund Balances

8.05 Human Resources Report and Addendum

8.06 Field Trip Requests

8.07 Permission to Accept Gifts and Grants

8.08 Change Orders

8.09 Contracts



Stonybrook Middle School

"High Achievement for ALL"

MSD Warren Township

A Race to the Top District

**Mrs. Pamala
Griffin, Principal**

STONYBROOK
MIDDLE SCHOOL
11300 Stonybrook Drive
Indianapolis, IN 46229
317.532.8800 Main
317.532.8899 Fax

Education

1990-1995 Bachelor of Science in Secondary Education, Butler University, Indianapolis, IN
2004-2006 Masters of Science in School Administration, Butler University, Indianapolis, IN

Certification

Valid Licenses Secondary Education, English Grades 5-12
1462276 School Administration, K-12

Professional Development Opportunities

Instructional Technology/Google ~ Culturally Responsive PBIS ~ Read 180 ~ Acuity ~ Close Reading ~ Lucy Calkins Reading Units Grades 3-5 ~ Writer's Workshop and Reader's Workshop ~ Common Core ~ 8-Step Process with Pat Davenport ~ Response to Intervention ~ Indiana IEP ~ Reading Strategies in Content ~ Focus: Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker ~ TEAM: Teacher Evaluation Assessment Measurement ~ Non-Violent Crisis Intervention

Employment

2011-Pres. Principal, Stonybrook Middle School, MSD Warren Township, Indianapolis, IN

Currently, I serve as the school leader for a 7th and 8th grade building consisting of 650 students, a staff consisting of 50 members, and parent/community volunteers. I am responsible for ensuring that the 8-Step Process is followed with fidelity within the building, all staff members receive professional development that supports growth and best instructional practices, monitoring student data to document student progress, and managing building facilities, activities, and recurring systems. My focus has been on maximizing instructional time for students, as well as providing timely and thoughtful feedback to teachers and support staff about practices that can help students to grow both academically and socially. All responsibilities that relate to instruction, supervision, and community building and ensuring a safe and orderly educational environment are critical parts of my job as the building principal. Finally, as a the building leader, I am responsible for establishing and monitoring high expectations and standards for the academic, emotional, and physical growth of the diverse student population of which I serve.

2010-2011 Asst. Principal, Creston Intermediate Academy, MSD Warren Township, Indianapolis, IN

As the assistant principal, I supported the principal as we opened a 5th and 6th grade school that ran as an elementary school. We recruited, hired, and provided professional development for all staff members to support them during the change from a traditional middle schedule to an elementary schedule. While serving as assistant principal, all counseling, evaluation, assessment, scheduling, RTI, special education, discipline, transportation, tutoring and monitoring of instruction for 15 teachers and all support staff members fell under my supervision. During this time, I also served as Intercession Administrator for grades K-6 in the MSD of Warren Township.

2006-2010 Asst. Principal, Creston Middle School, MSD Warren Township, Indianapolis, IN

As the assistant principal, I was charged with management of half of the student population (550 students), evaluation, remediation, special education, overseeing counseling department, professional development, text books, technology, public relations, supervision of before and after school activities, transportation, and recruitment/hiring.

1994-2006 Teacher, 6th and 8th Grade, Belzer Middle School, MSD Lawrence Township, Indianapolis, IN

Sixth grade reading and eighth grade language arts block (co-teaching, inclusion and gifted and talented) are the subjects I taught during my tenure. Instructionally, I met the needs of students in my care by ensuring that all standards taught were in line with Indiana state standards and district initiatives. During this time I also taught the AVID: Achievement Via Individual Determination elective.

8246 Cape Drive
Indianapolis, IN 46256

Phone 317-774-4425
kyle.barrentine@gmail.com

Kyle G. Barrentine

| | | | |
|--------------------------------|--|-----------------------------|------------------|
| Objective | To secure a position as a secondary level administrator. | | |
| Education | 1998-2003 | Ball State University | Muncie, IN |
| | Certification in Supervision and Administration K-12 | | |
| | 1996-1997 | Indiana Wesleyan University | Marion, IN |
| | Master of Science in Education | | |
| Professional experience | 1992-1993 | Marian College | Indianapolis, IN |
| | Teacher Certification in English | | |
| | 1987-1991 | Butler University | Indianapolis, IN |
| | Bachelor of Science in Communications | | |
| | 2013-current | Warren Township Schools | Indianapolis, IN |
| | Assistant Principal/Stonybrook Middle School | | |
| | ▪ Main duties include discipline, school climate, and staff evaluation | | |
| | 2013 | Connections Education | Indianapolis, IN |
| | Principal/Nexus Academy of Indianapolis | | |
| | ▪ Opening a new blended learning instruction school in Indianapolis | | |
| | 2008-2012 | Noblesville Schools | Noblesville, IN |
| | Principal/Noblesville Middle School/Intermediate School | | |
| | ▪ Oversee a staff of nearly 100 and a student enrollment of over 1500. | | |
| | 2006-2008 | Clinton Central High School | Michigantown, IN |
| | Principal/Head Coach, Girls' Basketball (High School) | | |
| | ▪ A 7-12 building principal while also coaching the girls' basketball team | | |

(more)

2002-2006 Western Schools Russiaville, IN

Assistant Principal/Principal/Head Coach, Girls' Basketball

- Served several roles in 4 years at Western from MS assistant principal to HS assistant principal to MS principal.

1998-2002 Clinton Central High School Michigantown, IN

English Teacher/Head Coach, Boys' Basketball

- I taught English 10, College Prep English 12, Speech, and Novels.

1995-1998 Greensburg Jr. High School Greensburg, IN

English Teacher

- I taught English 8 and Literature 8

1993-1995 Hagerstown High School Hagerstown, IN

English Teacher

- I taught English 9 and was the Yearbook Advisor.

**Professional
memberships**

Indiana Association of School Principals, Indiana Basketball Coaches
Association, Indiana Coaches of Girls Sports Association

**Interests and
activities**

Basketball, Golf, Running, and Reading



Community Health Network

Gallahue School Based Services
1500 N. Ritter Avenue
Indianapolis, IN 46219
☎ 317.355.2560
F 317.351.2418
eCommunity.com

March 14, 2014

To Whom It May Concern:

I am pleased with the opportunity to write a letter of support for Stonybrook Middle School's application for the School Improvement Grant. Gallahue School Based Program has been a community partner providing mental health services to students and families at Stonybrook for over 10 years. We currently have two full time therapists at Stonybrook and a part time Life Skills Specialist. Our collaboration allows students to receive needed counseling services without missing key academic subjects that could be missed with services provided outside the school building.

One of the ways Stonybrook proposes to use grant funding is to provide after school transportation and dinner for students. These additional resources would allow for a variety of enriching activities. They would benefit the social, emotional and academic growth of students. For example, our program could provide after school therapy groups for students. This would allow for longer groups allowing students to increase skills without missing class. Many of our families would gladly attend after school family therapy if they knew that their child would be served a healthy dinner. This would improve family engagement with school and mental health services leading to improved outcomes in both areas.

Stonybrook Middle School provides an atmosphere that supports the growth of the whole child. This grant application is another example of their commitment to providing enriching opportunities that will ultimately lead to academic success.

Sincerely,

Jennie Voelker, LCSW

Program Manager

Community Health Network, Gallahue School Based Program



Prevent. Promote. Protect.

Health, Education, Promotion and Training

3838 North Rural Street, 3rd Floor | Indianapolis, IN 46205

PH 317-221-2092 | FAX 317-221-2130

www.mchd.com

March 19, 2014

Dear Grant Proposal Review Committee:

I am writing in support of Stonybrook Middle School's application for funding through a 1003(g) School Improvement Grant. As a community partner and service provider of both in-school and after-school student programs at Stonybrook Middle School over a period approaching two decades, I have seen a consistent commitment on the part of the school's administration to maintain a positive learning environment while also offering a wide range of supportive services and extracurricular opportunities for students. The school's services have included programs for promoting academic success and personal achievement, services for students experiencing behavioral difficulties and additional opportunities for student engagement through a variety of after-school programs.

Stonybrook Middle School proposes a plan to use School Improvement Grant funding to expand services to students through additional personnel, additional after-school programs, and the provision of transportation to support student participation in extracurricular activities. In my role as a coordinator and student advisor for the Students Against Violence Everywhere (SAVE) program on the school's campus, I know the importance of these resources in enhancing the educational environment and the overall school experience of students. At one point, the attendance for our weekly after-school program averaged over 70 students. The program's weekly attendance now is less than ten students as a direct result of resource limitations.

Stonybrook Middle School has a strong infrastructure that places student achievement and personal success as its highest priority. Additional funding through a School Improvement Grant would greatly enhance the school's ability to not only continue and expand existing programs and services, but also to develop and implement new programs and services that promote student success. If you require any further information, I can be reached at bjohnson@marionhealth.org or (317) 221-3538.

Sincerely,

A handwritten signature in black ink that reads "Byron K. Johnson". The signature is written in a cursive, flowing style.

Byron K. Johnson, MSW, LSW
Violence Prevention Coordinator



To whom it may concern,

Lifeline Ministries Youth Center exists to provide the youth of today with resources, programs, and community outreach opportunities to help cultivate and empower the youth to be effective leaders of tomorrow. We have partnered with Pam Griffin and Stonybrook Middle School in an effort to assist with building the youth in the far-east side area which is mostly constituted of low-income, single family homes with statistically high crime rates and school dropout rates. Stonybrook Middle School is committed to increasing achievement in its most at risk students. To date, Stonybrook is on course to display tremendous improvements this year. This year the 7th grade students are predicted to pass the English/Language Arts ISTEP at a 76% pass rate. The 7th graders last year had a pass rate of 54%. The 8th grade students are predicted to be at a 70% pass rate this year which is also an improvement from the previous year. Our goal as partners with Stonybrook is to ensure that we are assisting our community by preparing students to be career and college ready. Acquiring adequate resources will greatly assist us in increasing the achievement of the students by providing transportation for the students to participate in afterschool programs/clubs and increasing necessary components to ensure the academic success of the students especially in the areas of math and reading. Our efforts are to be proactive versus reactive in our approach to enhance the performance of the students. One of the proactive measures that we plan to set in place is a summer program for the students which will focus on building the students as individuals and providing family counseling opportunities which will empower students and their families with the tools necessary to be healthy and effective communicators. This program will also include opportunities of career exploration in which students will participate in real-time settings in hopes of inspiring the students to be successful citizens of tomorrow. If you have any further questions please feel free to contact Temika Atwood at (317) 506-9115 or email at Temika.Atwood@gmail.com.

Thanks in advance,

Lifeline Ministries Senior Pastor & Founder

Dr. Ty Turner

Lifeline Ministries Youth Center Director & Youth Pastor

Mary Atwood

RENAE AZZIZ

9450 East Raymond Street
Indianapolis, Indiana 46239
Phone: (317) 368-6060 Email: razziz@virtuosoed.com
www.virtuosoed.com

Education

- Current **The Johns Hopkins University**, Baltimore, MD: will begin fulfilling requirements toward the Doctorate in Education (Ed.D.) degree; Specialization: Entrepreneurial Leadership in Education in June 2014.
- 2002-2005 **Indiana University**, Bloomington, IN: received Specialist (Ed.S.) degree in School Psychology, minor in Counseling.
Indiana University, Bloomington, IN: received M.S. in Educational Psychology (May 2004).
- 1996-1999 **Indiana University**, Bloomington, IN: received a BA in Psychology with Honors; minors in Chemistry and African-American studies.

Professional Experiences

Virtuoso Education Consulting, Director of Professional Development August 2008- present
Educational consultant for educational systems in the areas of School Improvement, Disproportionality, Response-to- Intervention, Data-based Decision Making, Assessment, and Culturally Responsive Practices.
School Year 2013-2014 Clients:

- Amplify Education, Inc., servicing schools/districts Nationwide
- Fort Wayne Community Schools, Fort Wayne, IN
- MSD Warren Township, Indianapolis, IN
- MSD Wayne Township, Indianapolis, IN
- Peoria Public School District 150, Peoria, IL

Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University, Project Coordinator August 2006- August 2008

Served as Project Coordinator, responsible for providing professional development services to Indiana educators related to the implementation of tiered systems of prevention and intervention (Response-to-Intervention).

R.I.S.E. Special Services, School Psychologist School Year 2005-2006

Served as the psychologist for the two EdisonLearning® schools in Perry Township. EdisonLearning® schools operate under a philosophy of responsible inclusion. Under this model, special education students are full participants in regular classrooms, with additional in-class support from certified special education teachers and related staff needed. Further, the EdisonLearning® model is focused on implementing research-based practices to increase student achievement. Specific duties include cognitive, academic, and behavioral assessment and intervention and curriculum-based assessment within a response to intervention framework.

R.I.S.E. Special Services, Intern- School Year 2004-2005

Served as a school psychologist intern for a Special Education Cooperative which provides special education services to more than 3,500 students located at 34 sites within four school corporations in the Indianapolis, IN area. Primary duties included cognitive, academic, and behavioral assessment.

The Equity Project at Indiana University, Graduate Assistant- August 2002- August 2004

Graduate Research Assistant on the Indiana Minority Disproportionality Project, a collaboration with the Indiana Department of Education to inform Indiana school systems about root causes of disproportionality and assist school districts in developing strategies to begin to remedy issues of disproportionality. Lead Research Assistant working with two urban school districts on projects focused on promoting family involvement and creating more effective General Education Intervention (GEI) teams as a means of effecting disproportionality in special education.

Professional Experiences, continued

Case Manager- 07/2000-08/2002

Midtown Mental Health Center: Provided mental and behavioral health services to children in the Indianapolis Public School system (Charity Dye School #27; Brookside Elementary School #54). Essential duties included conducting functional behavioral assessments, creating behavior modification plans, conducting professional development trainings related to behavioral interventions, assisting in the identification of children in need of educational testing, participating in the development of IEPs, linking families to needed community resources, maintaining effective working relationships with community organizations, and communicating with members of an established treatment team to monitor client's progress on treatment goals.

Child and Family Specialist- 01/2000-07/2000

Pleasant Run, Inc.: Provided a daily living model for residents of a children's residential treatment center. Essential duties included medication management, linking families with community resources, supportive counseling, and leading group sessions on various topics.

Research Assistant- 09/1998- 12/1999

Psychology Dept., Indiana University: Research assistant in Dr. Russell Fazio's social psychology lab towards completion of Undergraduate Honors Thesis. Investigated how people form attitudes and how prejudices may effect the validity of those attitudes.

Practicum Experience

Perry Township (Indianapolis), Fall Semester (August 2003- December 2003). Working under the supervision of a full-time licensed School Psychologist at Perry Meridian Middle School. Responsible for cognitive, academic, personality, and adaptive assessments, systematic observations, consultations with parents and teachers, and reporting results of evaluations of assigned cases at case conferences.

Clear Creek Elementary School (Bloomington, IN), Spring Semester (January 2004- May 2004). Served as a consultant for a multi-age classroom teacher. Designed and implemented a direct intervention for a student experiencing social skills deficits across multiple settings.

Institute for Child Study (Bloomington, IN), Spring Semester (January 2004- May 2004). Worked as a student clinician providing services to children experiencing learning and/or behavior problems and their families in a clinical setting. Services included, but were not limited to, comprehensive psycho-educational evaluations, classroom consultations, academic and behavioral intervention services.

Lawrence Township (Indianapolis, IN), Spring Semester (January 2003- May 2003). Worked in two district elementary schools under the supervision of a full-time licensed School Psychologist. Duties included the administration of cognitive and academic tests as well as adaptive behavior measures. Responsible for consulting with teachers and parents and leading case conferences to report results of an evaluation.

Lawrence Township (Indianapolis, IN), Fall Semester (August 2002- December 2002). Served as a classroom assistant for a kindergarten class and community preschool class. Duties included completion of systematic observations of children and interviews with parents, administrators, teachers, and support staff.

Articles

- Shure, L., Ritter, S., Azziz, L. R., Middleberg, L., Sheya, A., Skiba, R., & Cole, C. (2013, under review). Development of a Mixed Methods Approach to Describe and Measure Culturally-Responsive School Practices and Disparate Disciplinary Outcomes. *Journal of Education and Social Justice*.
- Azziz, L.R. (2009). How to Improve Student Achievement Through Data-Based Decision Making. *IPLA Today* Volume 22(3), 1, 8. Indiana Department of Education. Article can be viewed at: http://listserv.doe.state.in.us/pipermail/iplagroup44/attachmets/20090226/2ed62406/IPLA_SE_Feb09-0001.obj

- Skiba, R.J., Poloni-Staudinger, L., Gallini, S., Simmons, A.B., & **Feggins-Azziz, L.R.** (2005) Disparate access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children*, 74, 411-424.
- Skiba, R.J., Poloni-Staudinger, L., Simmons, A.B., & **Feggins-Azziz, L.R.** (2005). Unproven Causal Links: The inadequacy of Poverty as an Explanation for Minority Disproportionality in Special Education. *Journal of Special Education*, Volume 39(3), 130-149.
- Skiba, R.J., Simmons, A.B., Ritter, S., Rausch, M.K., **Feggins-Azziz, L.R.**, Gallini, S.M., & Mukherjee, A. (2004). Moving Toward Equity: Addressing Minority Disproportionality in Special Education in Indiana. Annual State report to Indiana Department of Education Division of Special Education. Report can be viewed at: <http://ceep.indiana.edu/ieo/pdf/StateReport.pdf>

Selected Presentations

- Azziz, L. R. (2013). Culture, Climate, and School Discipline: How to Impact Student Behavior through a Cultural Lens. Keynote presented at KIPP: School Summit 2013. Las Vegas, NV.
- Azziz, L.R. (2013). Culture's Impact on Learning and Behavior: Considerations for Improving School Climate through Cultural Awareness. Keynote presented at the 2nd Annual Louisiana State Climate Conference. Shreveport, LA.
- March, R. and **Azziz, L.R.** (2012). Reducing the Need and Use of Suspension for Students with Special Needs. Keynote presented at the Texas Council of Administrators of Special Education. 2012 Great Ideas Conference. Austin, TX.
- Perez, B., **Azziz, L.R.**, Ormiston, H. (2012). Developing Culturally Responsive Practices within a PBIS Framework. Mini-Skills session presented at the National Association of School Psychologists 2012 Annual Conference. Philadelphia, PA.
- Azziz, L.R. (2010). Disparate Outcomes: Facts and Myths about Exclusionary Disciplinary Practices. Keynote presented at the 2010 Education Expo. East Baton Rouge Public School System. Baton Rouge, LA.
- Azziz, L.R., (2009). Turning It Around: Strategies for Working with Culturally Diverse Students. Presented at the Indiana Department of Education Disproportionality Solutions Summit. Indianapolis, Indiana.
- Azziz, L.R. (2009). Cultural Responsivity: What Administrators Need to Know. Webinar completed for IPLA. Can be viewed at: <http://media.doe.in.gov/IPLA/2009-05.html>
- **Azziz, L.R.** & June, P. (2008). Culturally responsive best practices in addressing disproportionality. Presented at the Indiana Department of Education Disproportionality Solutions Summit. Indianapolis, Indiana.
- **Azziz, L.R.**, Nellis, L.N, Zimmerman, N. (2006). LD and CHC/Cross-Battery Assessment: A Continuing Discussion. Moderated a discussion with members of the Indiana Association of School Psychologists (Region V) regarding practical application of cross battery assessment.
- **Azziz, L. R.** and Gallini, S.M., (2005). Data-based monitoring of the effectiveness of pre-referral intervention teams. Presented at the National Association of School Psychologists 2005 Annual Conference. Atlanta, GA.
- **Azziz, L. R.** and Gallini, S.M., (2004). Pre-Referral Intervention Teams: Monitoring effectiveness & influence on Minority Disproportionality. Presented at the Fall 2004 conference of the Indiana Association of School Psychologists.
- **Azziz, L.R.**, Gallini, S.M., & Rausch, M.K., (2004). Understanding and addressing minority disproportionality in special education: Local perspectives. Presented to the National Association of School Psychologists 2004 Annual Convention. Dallas, TX.

Selected Professional Development Resources for Educators

- Azziz, R. (2011). Culturally Responsive Instruction: Definitions and Cultural Considerations on why and how culture impacts learning. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2011). Cooperative Learning: Supporting students to apply knowledge in meaningful ways. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Managing the Cycle of Acting-out Behavior in the Classroom: Decreasing the intensity and frequency of Non-Compliant Behavior. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Reciprocal Teaching: Improve student reading comprehension and meaning extraction from text. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Problem Solving in RTI: A comprehensive DVD training kit for Elementary School Intervention Teams. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2010). Problem Solving in RTI: A comprehensive DVD training kit for Secondary School Intervention Teams. © Virtuoso Education Consulting, LLC.
- Azziz, R. (2009). Response to Intervention: AN Easy DVD training kit for Teachers on Implementing RTI in the Classroom. © Virtuoso Education Consulting, LLC.

Professional Development resources can be viewed at www.virtuosoad.com

Professional Affiliations

- Association of Black Psychologists (ABPsi), 1997-2000(student affiliate), 2002-present (full member)
- National Association of School Psychologists(NASP) Member, 2002-present
- Indiana Association of School Psychologists (IASP) Member, 2002-present
- Council for Exceptional Children (CEC) Member, 2002-present

Awards and Licenses

- Minority and Woman-Owned Business Enterprise (MBE/WBE) Certification. Certification valid through 2018.
- Qualified Administrator of the Intercultural Developmental Inventory (IDI). Certified April 2009.
- Indiana Certified School Psychologist. Certified June 2005. State License # 933467.
- National Certified School Psychologist (NCSP). Certified June 2005.
- National Association of School Psychologists (NASP) Minority Scholarship Award Recipient 2004.
- McNair Scholars Program, Indiana University, 1997-1999

GREGORY NEIL CAMERON

Executive Director of the Center for Educator Effectiveness at
McREL International
4601 DTC Boulevard, Suite 500 | Denver, CO 80237
303.632.5522 | gcameron@mcrel.org

PROFESSIONAL EXPERIENCE

Executive Director of the Center for Educator Effectiveness at McREL International (2012-Present)

As the Executive Director of the Center for Educator Effectiveness at McREL, Mr. Cameron leads a team of internationally recognized experts in the areas of educational research, evaluation, instruction, leadership, and technology. The center focuses on researching, designing, developing, delivering, and evaluating McREL programs focused on building the capacity of K-12 educators across the globe. Mr. Cameron is responsible for creating programs of work which maximize existing assets while researching the right questions in the pursuit of the knowledge needed to develop tools and services needed by the field and for organizing the center in order to provide a high quality user experience to McREL's clients.

Senior Director/Consultant at McREL (2002-2012)

As a senior director and consultant for McREL's field services team Mr. Cameron worked with diverse audiences including schools, districts, and state departments of education, to provide a variety of activities and services focused on the application and production of materials to support educational success. He served on design and development teams for Balanced Leadership, CUES and standards-based teacher evaluation systems, Balanced Leadership and standards-based principal evaluation systems, and the Success In Sight school improvement model. Mr. Cameron contributed to publications, materials development, and facilitated national and international trainings, including district and state consortiums in the areas of *Balanced Leadership*, *Teaching Reading in the Content Areas*, and *Dimensions of Learning*. He also led the *Comprehensive School Reform* component of McREL's work in systemic school reform.

Principal, Running Creek Elementary School 1997-2002

Elizabeth School District, Colorado.

Mr. Cameron served as the instructional leader for K-5 school with 600 students. He led the implementation of academic programs, including a highly successful Balanced Literacy program. On a district level, he led professional development, and standards based curriculum writing initiatives. He also served as the district Title I director and served on district level accountability and accreditation teams.

Assistant Principal, Singing Hills and Running Creek Elementary Schools 1996-1997

Elizabeth School District, Colorado

Teacher, Elizabeth Middle School, 1991 - 1996

Elizabeth School District, Colorado

Teacher, Peetz High School, 1989-1991
Plateau School District, Colorado

ESL Tutor, Aurora Public Schools, 1988
Aurora, Colorado

SPECIFIC AREAS OF EXPERTISE

- School Leadership
- Personnel Evaluation Systems
- Next Generation Leader Preparation

SELECTED PROJECT EXPERIENCE.

- In the context of McREL's research and work in Balanced Leadership, Mr. Cameron facilitates participants' acquisition of knowledge and skill development-related to the following components of the Balanced Leadership Framework: leadership, purposeful community, magnitude of change, focus of change. The first year of professional development is designed for knowledge building and skill development; the second year for knowledge refinement through case methodology; and the third for skillful application. Some projects also include a professional training component to develop professional developers (DPD) to continue delivering Balanced Leadership work and build capacity in the school district/state. Selected clients include:
 - Eau Claire Area Schools, Wisconsin (2013-2014)
 - Prairie Lakes AEA, IA (2013-2014)
 - Central Valley School District, Spokane, WA (2008-2014)
 - Strathmore College, Melbourne, Australia (2013)
 - Kansas Association of School Boards, Topeka, KS (2008-2013)
 - Macomb ISD, MI (2013)
 - Commonwealth of the Northern Mariana Islands PSS, Saipan (2010-2013)
 - Houston Independent School District, Houston, TX. (2010-2013)
 - RESA 2, Huntington, WV (2012-2013)
 - Peoria Unified School District, Phoenix, AZ, (2010-2013)
 - Riverside County Office of Education, Riverside, CA (2007-2012)
 - Victorian Educational Leader Consortium, Melbourne, Australia (2008 - 2012)
 - Deer Valley Unified School District, Phoenix, AZ (2004-2012)
 - Agua Fria Union High School District, Phoenix, AZ, (2010-2011)
 - Loudoun County School District, Ashburn, VA (2006-2009)
 - Great Prairie AEA, Burlington and Ottumwa, IA (2006-2008)
 - Lincoln Public Schools, Lincoln, NE (2006-2008)
 - Big Horn School District #1, Cowley, WY (2004-2007)
 - Fallbrook Union Elementary School District, Fallbrook, CA (2006-2007)
 - Redmond School District, Redmond, OR (2005-2007)
 - State of Wyoming, Casper, WY (2004-2006)

- **Design, development, and delivery of McREL’s teacher and principal evaluation systems.** Selected clients include school districts and professional organizations in the following states:
 - California
 - Commonwealth of the Northern Mariana Islands
 - Indiana
 - Oklahoma
 - Michigan
 - North Carolina
 - Texas
 - Washington
 - Wyoming

- **A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program** (2009-2014) *Funded by the National Center for Educational Research, Institute of Education Sciences, U.S. Department of Education (PI: Roger Goddard, Texas A&M University; R305A080371); conducted in rural elementary schools in the Upper Peninsula of Michigan.*
 - Served as lead consultant and facilitator for the implementation of the *Balanced Leadership Professional Development Program for School Leaders*, the intervention that is the subject of this multi-year research study. The purpose of the study is to assess the efficacy of professional development which has been designed to provide research-based guidance to principals to help them enhance their effectiveness, translate vision and aspirations into action, and improve achievement for all students. The research study is in its third year.

EDUCATION

Principal License/Educational Leadership, University of Colorado, Denver, Colorado, 1996

M.A. History, University of Denver, Denver, Colorado, 1990

Teacher License/Secondary Social Studies, University of Colorado, Denver, Colorado, 1989

B.A. Anthropology and History, University of Colorado, Boulder, Colorado, 1985

SELECTED PUBLICATIONS:

Cameron, G., Dean, C., & Davis, A. (2013) *CUES Teacher Evaluation System*. Denver, CO: Mid-continent research for Education and Learning.

Cameron, G. (2013, Spring.). Moving toward the evaluation of true leadership. *Changing Schools*, 68. Denver, CO: Mid-continent Research for Education and Learning.

Cameron, G. & Davis, A. (2010). *The Balanced Leadership Principal Evaluation System*. Denver, CO: Mid-continent research for Education and Learning.

Cameron, G. et.al (2009). *Balanced Leadership: participant and facilitator manuals* Denver, CO: Mid-continent Research for Education and Learning

Cameron, G., McIver, M., & Goddard, R. (2008). A new kind of community. *Changing Schools* Denver, CO: Mid-continent research for Education and Learning.

- Grainger, P., Allen, J. (Eds.) (2008). *Dimensions of learning in practices in Australian primary, secondary, and tertiary education*. Melbourne, Australia: Hawker -Brownlow Forward by Greg Cameron and Salle Quackenboss
- Waters, T., & Cameron, G. (2007). *The Balanced Leadership Framework, Connection vision with action*. Denver, CO: Mid-continent research for Education and Learning.
- Cameron, G., Quackenboss, S. (2006). *Dimensions of learning: An overview. Participant and facilitator manuals*. Melbourne, Australia: Hawker -Brownlow
- Bailey, J., Cameron, G., & Cortez-Ford, E. (2005). *Helping school leaders develop the capacity necessary for continuous improvement*. Aurora, CO: McREL
- Cameron, G., Doty, J., Billmeyer, R., Barton, M., Heidema, C., & Jordan, D. (2005) *Teaching reading in the content areas, If not me, then who?* (Blackline Masters, 3rd Edition.). Alexandria, VA: Association of Curriculum and Supervision Development.
- Cameron, G., Doty, J., Barton, M. (2003) *Teaching Reading in the Social Studies*. Alexandria, VA: Association of Curriculum and Supervision Development.
- Cameron, G., Doty, J. (2003) *Teaching reading through the content areas, online learning Module, Teacherline*, PBS. <http://teacherline.pbs.org>

SELECTED PRESENTATIONS

- Cameron, G. (2012, November) *Managing Chang*. Breakout session for the ASCD fall conference, Atlanta, GA.
- Cameron, G. (2012, March) *Managing Change*. Breakout session for the ASCD annual conference, Philadelphia, PA.
- Cameron, G. (2012, February) *Balanced Leadership, An Overview*, Keynote for the Bastow Institute, Melbourne, Australia
- Cameron, G. (2011, May). *Developing Purposeful Community*. Keynote for the Florida Association of Staff Development, Melbourne, Florida
- Cameron, G. (2010, June). *Purposeful Community*. Keynote for the Memphis City School Title I Leadership Conference. Memphis, TN.
- Cameron, G. (2008, May). *The Balanced Leadership Framework*. Presentation for the Western Metropolitan Region, Victoria Department of Education, Melbourne, Victoria, Australia.
- Cameron, G. (2008, May). *Dimensions of Learning: An Overview*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia.
- Cameron, G. (2008, May). *Classroom Instruction That Works: An Overview*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia
- Cameron, G. (2008, May). *The Focus of Leadership*. Hawker-Brownlow Education Conference, Melbourne, Victoria, Australia
- Cameron, G. (2007, March). *Dimensions of Learning Academies*. Presented for the Australian Council of Educational Leaders, Brisbane, Queensland, Australia.
- Cameron, G. (2006, June). *Leading Change*. Pre-conference session for the Success In Sight: Learning, Leading, and the Future Conference, Denver, Colorado.
- Cameron, G. (2006, June). *The Balanced Leadership Framework*. Presented for CREATE National Evaluation Institute, annual conference, Dallas, Texas.
- Cameron, G. (2006, March/April). *Dimensions of Learning Academies*. Presented for the Australian council of Educational Leaders, Brisbane and Melbourne, Australia.

- Cameron, G. (2005, September). *Creating Purposeful Communities*. Presented at the Mid-Continent for Research and Learning & Cardinal Stritch University, Leading Learning for the Future Conference, Westminster, CO.
- Cameron, G. & Doty, J. (2005, April) *Teaching Reading in the Social Studies*. Presented at the Association of Supervision and Curriculum development (ASCD), Annual Conference, Orlando, Florida.
- Cameron, G. (2004, August) *Improvement of Practice through Balanced Leadership*. Presented at the Colorado Association of School Executives annual conference, Breckenridge, CO.
- Cameron, G. & Doty, J. (2004, March). *Teaching Reading in Social Studies*. Presented at the Association of Supervision and Curriculum development (ASCD) annual conference, New Orleans, LA.

AMBER EVENSON

Lead Consultant

Mid-continent Research for Education and Learning (McREL)

4601 DTC Boulevard, Suite 500 | Denver, CO 80237

303.632.5524 | aevenson@mcrel.org

EDUCATION

M.A. Teaching and Learning, Nova Southeastern University, Ft Lauderdale, FL, 2004

B.A. Mathematics, Beloit College, Beloit, WI, 2001

SPECIFIC AREAS OF EXPERTISE

- ♦ Mathematics Education
- ♦ Alignment of standards, assessment, and instruction
- ♦ Curriculum Development
- ♦ Professional Development
- ♦ Instructional Coaching
- ♦ Instructional Technology Integration

PROFESSIONAL EXPERIENCE

2011 – present **Lead Consultant**

Mid-continent Research for Education and Learning (McREL), Denver, CO

Member of the Field Services Curriculum and Instruction team specializing in staff development and technical assistance for K-12 school divisions and state agencies. Focus areas include standards alignment including alignment to Common Core State Standards, research-based instructional strategies, mathematics education, and instructional technology.

2009 – 2011 **Educational Consultant**

Self-employed

Provided consulting services to school divisions in the areas of curriculum alignment and development, gap analysis, and the creation of district assessments.

2011 – 2011 **Mathematics Teacher**

Discovery Canyon Campus District 20, Colorado Springs, CO

Taught AP Statistics and Integrated Math II courses. Collaborated with mathematics department on current curricular offerings

2009 – 2011 **K-12 District Math Coach**

Harlem School District #122, Machesney Park, IL

Provided professional development to K-12 teachers in the area of mathematics instruction. Modeled, coached, and collaborated on effective, research based instructional strategies. Supported teachers in the integration of appropriate and effective classroom technology. Facilitated teacher teams in the alignment of

curriculum to state standards. Developed a guided math six-week summer school program for grades 1 through 6. Created and maintained a math coach website including an online math resource library. Created assessment walls in multiple buildings and facilitated collaborative discussions with teachers on the implications of the data. Provided multiple sessions to Elementary and Secondary educators on effective ways to incorporate SMART Boards and the SMART Notebook software into classrooms as a Certified SMART Trainer.

2007 – 2012 Faculty Facilitator

University of Phoenix

Taught web-based mathematics courses for prospective elementary teachers. Courses included: Basic Mathematics, Math for Elementary Teachers I, and Math for Elementary Teachers II.

2006-2009 Mathematics Teacher

Hononegah High School, Rockton, IL

Served as mathematics teacher for general student population and at-risk students. Founding member of HOMANI program aimed at increasing the at-risk student graduation rate by targeting freshmen students and providing additional resources to those students. Developed and implemented standards aligned curriculum for an Algebra II curriculum aimed at at-risk students. Trained colleagues on incorporating technology equipment effectively into their classrooms including the SMARTBoard, airliner, and TI Smart-View.

2002-2006 Mathematics Teacher

Trumbull Career & Technical Center, Warren, OH

Served as a tenured mathematics teacher; served as co-chair of numeracy committee and secretary of technology committee.

SELECTED PROJECT EXPERIENCE

Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi Schools

(2012 – present)

IES Goal 3 Research Grant

Team member for an experimental efficacy study to examine the impact of a supplemental middle grades mathematics curriculum, *Every Day Counts Algebra Readiness*, on the algebra readiness of seventh grade students in rural schools in Mississippi. The study will also examine the program's impact on the Algebra I achievement of these students. The study focuses on algebra readiness in rural education settings, a critical need in mathematics education and a context in which a substantial portion of American students attend school but in which little rigorous research has been conducted. McREL is partnering with the University of Southern Mississippi to conduct the study in a sample of rural schools in Mississippi, a state with a sizable number of rural schools and a large gap in achievement on the eighth-grade algebra scale of the National Assessment of Educational Progress (NAEP).

Learning to Use Formative Assessments in Middle School Mathematics Using the Assessment Work Sampling Method (AWSM) (2011 – present)

IES Goal 2 Research Grant

Team member of a project to develop, revise, and field test an innovative professional development program for implementing formative assessment in middle school mathematics. This three-year development project will use the Assessment Work Sample Method (AWSM) to provide teachers with authentic samples of mathematics formative assessment work and an interactive, hands-on experience to increase their understanding of formative assessment and improve their practice of formative assessment. The ultimate goal is to increase students' mathematics achievement. The research team will determine to what extent AWSM can be implemented with fidelity in an authentic education delivery setting, to what extent it shows promise for improving teacher practice of mathematics formative assessment, and to what extent it shows promise for increasing student achievement in mathematics.

Mathematics Instructional Coaching (2012 – present)

Kansas USD 506; Sedalia Elementary School

Facilitate an instructional coaching protocol with teams of teachers. The protocol consists of co-planning, modeling by the instructional coach, observations, and reflective discussions. Teacher teams focus on a variety of areas including best practices in mathematics, formative assessment, and Common Core Mathematical Practices.

Transitioning to Common Core State Standards (2011 – 2012)

Weston County School District #7, Wyoming; Sedalia Elementary School; Kansas USD 506

Facilitate the district transition to Common Core State Standards for Mathematics. Technical assistance in developing content understanding of the standards, incorporating the Common Core State Standards for Mathematical Practices, identifying instructional resources to meet the needs of the district, and providing ongoing assistance and professional development.

Using Technology with Classroom Instruction that Works (2011 – present)

Eastern Upper Peninsula, Michigan

Duties include content development, presentation design, and technical innovation. Facilitate long-term professional development and workshops based on the publication in schools and districts across the country. (<http://www.mcREL.org/topics/EducationalTechnology/services/19>)

Elementary Math Curriculum Alignment (June 2011)

Harlem School District #12, Illinois

Facilitated the creation of grade-level curriculum guides aligning district curriculum resources to Illinois Common Core Standards. Identified gaps and provided additional resources to meet those gaps in the curriculum.

SELECTED PRESENTATIONS

Organizing Your Guided Math Classroom, presented at National Council of Teachers of Mathematics, November 2011, Albuquerque, NM

SMART Boards & Project Based Learning, presented at Illinois Council of Teachers of Mathematics, October 2007, Peoria, IL

Project Based Learning, presented at Ohio Council of Teachers of Mathematics, October 2005, Dayton, OH

PROFESSIONAL AFFILIATIONS

National Council Teachers of Mathematics

W. Christine Rauscher

Education

| | |
|-------|--|
| Ph.D. | 1978, University of Iowa, Educational Leadership, Curriculum, Literacy Education |
| M.A. | 1972, University of Iowa, Literacy Education |
| B.A. | 1967, Iowa Wesleyan College, Elementary Education (<i>Summa cum Laude</i>) |

Professional Credentials and Certifications

Superintendent's Certificate, Illinois State Board of Education, 1982
Superintendent's Certificate, Iowa Department of Education, 1975
Reading Specialist Certificate, Iowa Department of Education, 1972

Present Position

Senior Technical Assistance Consultant, American Institutes for Research (AIR) (2011–Present)

Responsible for creation of multiple curriculum alignment initiatives; consultative work for multiple states on standards, assessments, and systems for cohesive instructional initiatives; consultative work on two Institute of Educational Sciences randomized controlled trial literacy studies; helped conduct research reviews of over 10,000 publications for access to print; author of multiple reports for extant school data reviews.

Professional Experience

Project Director, Yorkville, Wisconsin School District Curriculum Development Project (2012– Present)

Using the results of the literacy audit conducted in the previous school year, provide professional learning for the teachers as part of the curriculum development process to align the district literacy curriculum to the Common Core State Standards.

TEAL (Teaching Excellence in Adult Literacy) Project Staff (2011– Present)

Help in the creation of an online toolkit that will provide universal, multimedia, 24/7 access to learning materials and professional networks for adult education instructors in order to develop their knowledge and abilities to provide evidence-based instruction in writing as part of a U.S. Department of Education, Office of Vocational and Adult Education (OVAE) project on building teacher effectiveness.

Project Director, Kansas City, Kansas, School District Literacy Audit, Kansas City, Kansas, School District, AIR (2012)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding recommendations. The focus of the work is alignment to the Common Core State Standards.

Consultant on Common Core State Standards, Turnaround Schools, Springfield, Illinois, School District and Decatur, Illinois, School District, AIR (2012–Present)

Provide consultative services to schools on the alignment of their curriculum, instruction, and assessment to the Common Core State Standards.

Senior Literacy Associate, Learning Point Associates (2009–2010)

Learning Point Associates merged with AIR August 1, 2010

See similar responsibilities above as continued within new organizational structure.

Team Lead, New York State Department of Education, External School Curriculum Audits, New York City Schools, Learning Point Associates (2011–Present)

Collect data through classroom observations, principal interviews, document review, and teacher surveys. Facilitate co-interpretation process whereby representative faculty determined key findings based on the data. Write final reports based on the key findings identified through the co-interpretation process along with corresponding recommendations.

Project Director, Elkhart, Indiana, Community School District, Common Core State Standards Curriculum Mapping, Elkhart Community School District, Learning Point Associates (2010)

Facilitated the work of representative English Language Arts teachers to develop curriculum maps incorporating the Common Core State ELA Standards.

Reviewer, Reading Is Fundamental (RIF), Access to Print Project, Learning Point Associates (2010)

Independently reviewed research studies related to access to print as part of a team of reviewers.

Employment History

| | |
|---------------------|--|
| 2011–Present | Senior TA Consultant, AIR |
| 2009–2010 | Senior Literacy Associate, Learning Point Associates |
| 2008–2009 | Literacy Consultant, Iowa Department of Education |
| 2005–2008 | Associate Superintendent, Cedar Rapids Community School District |
| 1999–2005 | Assistant Superintendent, Palatine Community School District 15 |
| 1994–1999 | Assistant Superintendent, Hinsdale Community School District 181 |
| 1985–1994 | Assistant Superintendent, Naperville Community School District 203 |

1982–1985 Curriculum Director, Palatine Community School District 15

Professional Affiliations

Literacy Research Association (LRA)/National Reading Conference (NRC)
International Reading Association
Learning Forward/National Staff Development Council (NSDC)
Association for Supervision and Curriculum Development (ASCD)

Middle School Reading/Writing Workshop (100 minutes)

| Task | Grouping | Time Allotted | Focus | Teacher | Student |
|--|----------------------------|----------------------|--|---|--|
| Check for Understanding/ Do now | whole group | 2-5 minutes | Assess previous day's objective or provide data for day's objective. | Handle beginning of class details. | Complete bell-ringer then read. |
| Read Aloud | whole group | 5 minutes | Develop reading interest and model reading fluency. | Reads aloud mentor text or challenging text. | Listen |
| Welcome and Agenda Review | whole group | 4-5 minutes | Make students aware of what they should know and be able to do. | Explain learning targets and why students are learning them. | Take ownership of day's learning. |
| | | | Formative assessment | Lead discussion of student work, | Assess own performance/ |
| Reading Mini-Lesson | Whole group | 10-15 minutes | Enhance students' reading ability | Teach whole group lesson | Engage in lesson designed to increase reading ability. |
| <ul style="list-style-type: none"> Independent Reading Small group instruction Student-led book discussion groups | small group/ individual | 15-20 minutes | Enhance students' reading ability | Teach small group lessons and monitor rest of students. | Engage in activities designed to increase reading ability. |
| Word study/ Vocabulary | whole group | 10-15 minutes | Build vocabulary. | Provide research-based vocabulary instruction | Work on word strategies/ vocabulary taught |
| Writing mini-lesson | whole group | 15 minutes | Writing three text types | Model writing skill/ strategy and then practice with students | Follow teacher model |
| Writing | individual | 20-25 minutes | Application of mini-lesson | Confer and instruct on writing with individuals and small groups. | Participate with teacher to build independence in application of focus skill/ strategy. |
| Closure | whole group | 2 minutes | Review day's learning. | Provide formative assessment aligned to objectives. | Respond orally or in writing to show what they have learned and can do. |

The tasks do not need to follow this order. However, all tasks must be part of the lesson each day.